



The Illocutionary Speech Acts of the Statistics for Language Research Course on Learning Management System

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Abstract:

In the post-COVID-19 era, lecturers frequently employ internet tools to facilitate learning. However, the majority of speech act research to date has been conducted using data from online learning platforms such as Learning Management Systems (LMS) or Microsoft Teams. Therefore, this study aims to investigate the occurrence of illocutionary speech acts used by lecturers in the Statistics for Language Research course. Descriptive qualitative research was employed in this study to analyze data obtained from the speech characteristics in messages posted in the Statistics for Language Research (SLR) course on the LMS and conversations between the lecturer and students recorded on Microsoft Teams. Data analysis was conducted based on the speech acts theory from Searle (1969). The study's findings showed that the courses employed four different illocutionary speech patterns. The study's findings revealed that the courses utilized four distinct illocutionary speech patterns. The most frequent occurrences were noted in assertive, expressive, directive, and commissive speech acts. From the data, it is evident that assertive speech acts are the dominant type. Furthermore, commissive speech acts were involved in the LMS, primarily focusing on scheduling plans for class. To conclude, it is implied that the recordings highlighted assertive speech acts as the dominant type, which was mainly utilized for explaining materials to students.

Keywords: *Illocutionary speech acts, Pragmatics, Teacher instruction*

1. INTRODUCTION

Learning Management System (LMS) is one of the essential systems that helps manage online learning systems in the present days more conveniently and easy to access. According to Bradley (2020), LMS gives teachers and students access to an online classroom that supports the learning

process. LMS facilitate teachers and students in the learning process in an online classroom environment. This means that one of the systems supporting the learning process in this era of online learning is the LMS. Additionally, the LMS's main objectives are to increase learning independence and to enable LMS users to sign up, save, manage, publish learning via the web, and print LMS-hosted documents (Simanullang & Rajagukguk, 2020). Moreover, Bates (2015) stated that teachers and students can use this software to log in to the virtual classroom at predetermined times. Videos, audio podcasts, and PowerPoint slides are frequently used to deliver course materials. It is the responsibility of lecturers to instruct and acquaint students with the course materials. Large classes can be split up into smaller groups. After class, the lecturers assess the student's learning activities, and they can engage in online discussions on the course with each other and the teacher. Because students can access the learning process at any time and from any location with an Internet connection, the LMS is mostly asynchronous. Based on the aspects mentioned above, it can be inferred that LMS is the system that supports the learning process for teachers and students.

On the other hand, classroom discourse is commonly defined as the spoken and written language used for communication between teachers and students in the classroom. According to Kasmia (2021), classroom discourse analysis is the study of language concerning the linguistic interaction of teachers in the classroom. It is noted that Harris (1952) first introduced the term "discourse analysis" to examine related writing and speech (Paltridge, 2006). McCarthy (2008) argued that discourse analysis is concerned with the study of relationships between language and the context in which it is used. In addition, Celce-Murcia and Olshtain (2000) stated that critical discourse analysis aims to demonstrate how language is used to convey social inequality in public spaces like classrooms and courtrooms as well as in public media such as radio, newspapers, and movies. Furthermore, it is claimed that Sinclair and Coulthard's (1997) work on classroom discourse analysis as cited in Al-Munawwarah (2021) is essential and has been widely adopted, modified, and expanded to provide explanations for a range of phenomena in a variety of teaching and learning situations.

Online learning cannot be separated from communication between lecturers and students. Speech acts and utterances are performed during online course communication between lecturers and students. Speech acts include questions, commands, and discussions between lecturers. Lecturers and students who are partners in communication unintentionally engage in perlocutionary, illocutionary, and locutionary speech acts (Sari & Sistia, 2022). According to Mabaquiao (2018), the speech act theory is a theory in language philosophy that makes a determined effort to methodically explain how language functions. Its wide significance goes beyond the boundaries of philosophy because it is currently one of the standard ideas that linguistics and communication researchers are carefully examining. In addition, speech act describes the use of speech which emphasizes the speaker's intention or goal in producing an utterance (Christianto, 2020). Furthermore, Hussein et al. (2019) stated that there are three types of speech acts: perlocutionary, illocutionary, and locutionary. A locutionary speech act is one in which the speaker's speech is subordinate to the speech's meaning. A speech act that involves performing something associated with the purpose and/or other intent of the utterance is known as an illocutionary speech act. Speakers who use perlocutionary speech acts make statements that impact or influence their speech partners. Previous researchers had conducted various research of it with different contexts.

Many researchers have done research in the field of illocutionary speech acts. A study conducted by Armistany and Zamzani (2019) focused on describing the functions of the illocutionary speech acts used by teachers in learning interactions. It was found that teachers employed five types of illocutionary speech acts: assertive, directive, commissive, expressive, and declarative. Yulian and Mandarani (2023) identified and described the forms of speech acts of teachers in learning process and found that teachers performed four types of illocutionary speech acts namely – assertive, directive, commissive, and expressive Yanti and Amin (2021) identified the types of illocutionary used by EFL teachers in classroom interaction. The results revealed that the teachers employed four types of illocutionary speech acts as follows: directive, assertive, commissive, and expressive. Sari et al. (2021) investigated the types of illocutionary acts produced by a lecturer in online classroom interaction. The findings showed that the lecturer performed four types of illocutionary speech acts namely – directive, expressive, assertive, and commissive. Also, Herfina (2021) analyzed the types of illocutionary speech act on English teachers in teaching and learning. The results showed that the English teachers used four types of illocutionary speech acts which are directive, assertive, expressive, and commissive.

Most previous studies about speech acts between teachers and students' interaction only in classroom during learning process. However, this research focused on the illocutionary speech acts employed by the lecturer on the Learning Management System (LMS) which is the online system for education that also has the interaction between lecturers and students. Furthermore, in the present, there is no previous research evidence that studies on the topic illocutionary speech acts on the LMS and it deserves to be resolved through a research process. The researcher wanted to conduct research on speech acts since there are a lot of things that can be analyzed from the instruction given by lecturer. In addition, sometimes the students misunderstand the instruction given. Due to this issue, this research focused on the instructions given on Learning Management System (LMS) during the teaching and learning process.

To conduct this study, the researcher hopes that it will be beneficial for first the researcher itself in the way of gaining knowledge in the field of pragmatics, especially speech acts. The lecturer in the way of using language to communicate to students on the Learning Management System (LMS) also hopes that this study can be one of the ways developing online course more effectively. Moreover, for the general to know more about the illocutionary speech acts also raise the study in this field to be known. Based on the explanation above, this research is aimed to describe, explain, and answer these two questions:

1. What kinds of illocutionary speech acts performed in the Statistics for Language Research lecturer's messages on Learning Management System (LMS) and the recordings on Microsoft Teams?
2. What type of illocutionary speech act is the dominant type used by the lecturer in the Statistics for Language Research course?

2. LITERATURE REVIEW

2.1 Pragmatics

Language is typically employed as a means of communication. However, not everyone is interested in how language might be employed as an effective medium of communication. As a result, speakers frequently encounter misunderstandings in certain situations or speech contexts. As a result, the researcher talked about how pragmatic theory might be used to know it. Griffiths

(2006) defined pragmatics as the study of the meaning of an utterance. However, Levinson (2008) argued that pragmatics is the study of those relationships between language and situation that are grammatical or inherent in a language's structure. Put differently, pragmatics is the study of language and context with the goal of interpreting utterances. Locher (1996b) stated that pragmatics is a branch of linguistics that studies how language is used in context and how meaning is conveyed through language in communication. In addition, Fromkin and Rodman (1996) defined pragmatics as "the study of how context and situation affect meaning". Moreover, Kecskes (2014) claimed that the study of pragmatics is a subfield of linguistics that focuses on how individuals create and understand meaning through language, as well as how they utilize language in social circumstances. Therefore, it can be inferred that pragmatics has something to do with the fact that users use language in context and that language is restricted to culture. Grundy (2008) claimed that the presence of a context affects the meaning and intention of what people say. He also stated that both culture and context have an impact on communication. The reason for this is that a hearer cannot comprehend what a speaker is trying to convey without context. Research in pragmatics can be done on a wide range of different topics. But, in this research, the researcher just focused on analyzing speech acts comprehensively.

2.2 The Speech Acts

Speech acts, or communication activities that transmit an intended language function, are a significant topic of pragmatics. John Austin's work serves as a foundation for speech acts, while John Searle develops and incorporates his ideas into linguistic theory. According to Yule (2007) actions performed via utterances are generally called speech acts. Speech acts include things like directives, offers, suggestions, apologies, pleas, and suitable replies to those acts. Until listeners get the intended message that these acts are conveying, speakers are not considered to be genuinely successful. According to Speech Act theory, speaking entails "acting in the world." In addition to having a descriptive meaning, what we say can also influence people around us, influencing their behavior, thoughts, or reactions. We have the ability to influence events with our words. A more recent theory was proposed by Dawson and Phelan (2016) who defined speech acts as "actions that are performed only through using language". That is to say, Christianto (2020) concluded that a speech act is a speech that highlights the speaker's purpose or intention when making an utterance. The audience's recognition of the speakers' messages defines the effectiveness of speech actions. Three different kinds of speech acts that happen when someone speaks serve as evidence for this. First, speech acts are limited to describing actions in order to convey meaning. Second, the purpose of illocutionary acts is to express ideas through action. The actions associated with the conclusion of something that is thought to have an impact on the listener are thus referred to as perlocutionary. These three kinds are connected since all three kinds of speech acts are certain to occur in a discourse (Bach & Harnish, 1983). Furthermore, Austin's (1962) theory is predicated on the idea that speakers employ language not just to say things but also to act upon them; as a result, utterances may be considered speech acts. Austin established three dimensions—locutionary act, illocutionary act, and perlocutionary act—that are typically present in speech acts based on this concept. Many researchers conducted studies related to locutionary acts, illocutionary acts, and perlocutionary acts.

For example, the study conducted by Haucsa et al. (2020) examined the illocutionary speech act that Tom Cruise employed during his film promotion interview. The findings showed that Tom Cruise engaged in four different kinds of illocutionary acts during the interview. Additionally,

according to the result, Tom Cruise tended to use his speech to make factual assertions or to elucidate ideas that he thought to be true. The most frequent illocutionary act percentages are as follows: directive (5.1%), declarative (0%), expressive (38.5%), commissive (7.7%), and representative (48.7%).

Another study was conducted by Stevani et al. (2023) which dealt with describing the types and purposes of speech acts that teachers and students use when studying English in the classroom. The findings indicate that three forms and functions were employed in the process of learning English. Speech acts that were illocutionary, locutionary, and perlocutionary were all included. Among the locutionary speech acts were imperative, directive, and aggressive. Declarative, directive, expressive, assertive, and commissive were examples of illocutionary speech acts. Among the perlocutionary speech acts were comprehension, satire, submission, and persuasive structure. These three speech act types also served the following purposes: report, tell, inquiry, order, beg, mention, sue, and praise.

A recent study conducted by Sari et al. (2022) discussed how a perlocutionary act is used in the "Look Away" movie script, which also explained the functions of the perlocutionary act of the characters' utterances in "Look Away." The result of the study revealed that there are four types of perlocutionary act.

2.3 Types of Speech Acts

Speech acts can be divided into three categories or aspects. According to Grundy (2008), the three aspects of speech acts—locutionary acts, illocutionary acts, and perlocutionary act—can be included in speech acts when someone speaks.

Locutionary Acts

Locutionary act is the basic act of utterance spoken by people shaped in the right grammar and understandable vocabulary. In other words, A locutionary act, sometimes referred to as an utterance act or a locution, is the act of making a meaningful utterance, a segment of spoken language that is preceded by silence and followed by silence or a change of. An example was illustrated in a book written by Yule (2007). It illustrated that speaking the same language as the hearer is necessary for performing locutionary acts; if not, there may be misunderstandings, or the hearer may not understand the intended meaning.

Perlocutionary

An action or mental state that results from speaking something is known as a perlocutionary act. Perlocutionary acts are performed by speakers who expect to influence the behavior of listeners. Affecting behavior can also involve changing the hearer's habits or way of thinking; it's not just about persuading them to move physically. This claim aligns with Yule's example, which demonstrated that perlocutionary behaviors result in the so-called perlocutionary effect. While Cutting (2002) stated perlocutionary acts, or the effects of the utterance on the hearer, are the outcomes of illocutionary acts. Of course, the specifics of the statement determine these final consequences, which are not always predicted.

Illocutionary Speech Act

Declaring, requesting, promising, urging, shouting, pledging, or anything you can reasonably use the word "I" in front of (e.g., "I warn you"; "I beg you"; "I thank you") is considered an illocutionary act. Declarations of personal opinion or intent are known as illocutionary acts. People also use language to perform such actions. There must be an intention behind the utterance. It can also

be said that illocutionary act refers to what one does in saying something. Yule (2007) stated that the terms "illocutionary acts" and "speech act" are frequently used interchangeably. A person is engaging in an illocutionary act when they use communicative power when speaking. Additionally, the communicative force of an utterance—also referred to as illocutionary force—is used to carry out the illocutionary act. Cutting (2002) added that illocutionary force is what is done in uttering the words, the function of the words, the specific purpose that the students have in mind.

2.4 Searl’s Classification of Illocutionary act

As cited in Rahayu et al. (2018), Searle (1969) divided speech acts into five categories: directives, expressive, expressive, declarative, and representatives.

Table 1. Speech act classification

Types of speech act	Direction of fit	S= speaker; X= Situation
Representative (Assertive)	Make words fit the world	S believes X
Directive	Make the world fit words	S wants X
Commissive	Make the world fit words	S intends X
Expressive	Make words fit the world	S feels X
Declarative	Words change the world	S causes X

1. Representatives (Assertive) - is a type of verbal act that expresses a situation. Examples include declaring, claiming, speculating, narrating, demanding, implying, making an assertion, or making a vow that something is true. Making words suit the world is expressing one's beliefs—true or false—through strong speech acts. The examples of speech acts with assertive force as follows:
 - A. *The sun rises in the east.*
 - B. *It is a windy day.*
2. Directives - is a type of speech act in which a speaker encourages someone else to take action. Examples include daring, being in charge, ordering, and challenging. A speaker is attempting to persuade someone to do something when they employ directive force in their speech. The example of directive speech act as follows:
 - A. *Could you lend me a ruler, please?*
 - B. *Don't touch it.*
3. Commissive - is a type of speech act in which the speaker commits to a future course of action; examples include promising, threatening, offering, refusing, and making promises. The commissive in speech acts indicates the speaker's intention. According to Yule (1996), speakers use commissive force when they make pledges, threats, refusals, and promises because they are expressing their intentions for the future. The examples of commissive type as follows:
 - A. *I'll be right back.*
 - B. *We will go to the beach tomorrow.*
4. Expressive - is a type of speech act that conveys a person's psychological state. Examples of expressive speech acts include congratulating, thanking, lamenting, apologizing, welcoming, and condoling. When a speaker uses expressive speech, they are trying to communicate how they feel about a certain situation. Here are the examples:

A. I'm sorry Bob!

B. Welcome to the class!

5. Declaration - is a kind of speech act in which the utterances cause immediate changes in the institutional conditions. Examples: blessing, firing, baptizing, bidding, passing sentence, excommunicating. Declarative has a principle that words change the world as shown in table.1. It means that speech act uttered by a speaker changes the world or situation. It is illustrated by the sentence below.

A. Judge: I find this person to be guilty.

When a judge says an utterance to a suspect, the utterance changes the situation of the person. From the status of a general person to being a suspect in jail. However, if the utterance is uttered by a priest to a couple, the utterance does not make any difference or change whatever the couple because the ones who have the right to say the utterance are only judges.

Locutionary acts are the speaker's actual words or utterances. Illocutionary acts are the speaker's intentions when speaking, and perlocutionary acts are the effects of the speaker's speech on the listener.

3. RESEARCH METHODOLOGY

To describe (explain) current happenings, this study employed a descriptive qualitative methodology. It made more sense to use descriptive qualitative research because the researcher focused mainly on characterizing and analyzing speech from messages posted in the Statistics for Language Research (SLR) course on the LMS and the conversation between the lecturer and students from recording on Microsoft Teams. According to Creswell (2012), open-ended, non-numerical data are the main output of data collection methodologies used in qualitative research, and non-statistical approaches are primarily used for analysis. The primary aim of the research was to explain the illocutionary speech acts that were employed by the lecturer on LMS and Microsoft Teams. In addition, the qualitative data was collected through instructions given by the lecturer to figure out how they performed the illocutionary speech acts through the instructions.

The source of data was in the form of observation and materials posted in the Statistics for Language Research (SLR) course on Learning Management Systems (LMS) and meeting recordings on Microsoft Teams. At this stage, the researcher got the data by observing through reading the materials posted on LMS and watching recording on Microsoft Teams. LMS is a platform for digital learning that the university provides for lecturers and students to share content and assignments on the website to make it easier for everyone to access the content at any time or anywhere. Primary and secondary data were employed in this study, with the primary data coming directly from observation notes because the data were in the form of texts that the researcher had to read to understand the meaning and purpose of texts first. The researcher chose to use the observation note because the data were in the form of materials posted on LMS - which the researcher considered as the data source. After all, it was one of the platforms where the lecturer used it as the medium to communicate with the students. The researcher observed the data from LMS three times by reading the posts and transcribing the relevant data to be easy to classify into types and watched the recording two times to check the details and to ensure what the researcher got from the recordings whether the data correct or not. Meanwhile, secondary data was obtained from various reading sources in the form of publications, journal papers, and previous studies in the pragmatics field, particularly in the field of illocutionary speech acts.

The researcher collected the data by conducting observation and note-taking. The observation was in the form of reading posts in the course on LMS and watching the meeting recordings. Then, the researcher identified the data regarding the illocutionary speech act types and their functions used by participants. To reach a conclusion regarding the study questions, the researcher also organized the data by interpreting it in a descriptive form. This study analyzed the data by using the speech acts framework by Searle (1969).

The researcher analyzed the data obtained from the observation which the researcher mentioned before to understand the speech acts delivered by the lecturer in the SLR course whether on LMS or conversation in the recording. Before analyzing the data and finding out the speech act classification, the recording was transcribed. The utterances that have been noted and transcribed were reduced based on five categorizations of illocutionary speech acts framework of Searle. The data then was classified into five categories of illocutionary speech acts—declarations, directive, expressive, assertive, and commissive—using Searle's theory. To determine whether sentences should be classified according to Searle's categories, a framework was created using speech act word clues or attributes suggested by Qadir and Riloff (2011) who expanded on Searle's list of speech act word clues. Following the counting of the percentage of each speech act classification, an interpretation was made based on the data and was given descriptively. In order to facilitate readers' understanding of the details, the researcher described how the data were classified into five categories of illocutionary speech act types and provided some examples. At this stage, the researchers determined which speech act types are the most frequently used by the lecturer in the SLR course.

4. RESULTS

The finding of this study was (1) the result of kinds of illocutionary speech acts performed in the SLR lecturer's messages on LMS and recordings on Microsoft Teams, (2) the dominant type of illocutionary speech acts perform through materials posted on LMS and Microsoft Teams recordings in the SLR course.

Based on the analysis, four categories of illocutionary acts were identified by the study as occurring in the utterances of the lecturer's messages posted on LMS and conversation on Microsoft Teams recordings. The total of the utterances performed in the SLR course's messages were 90 utterances that contain illocutionary act categorized as directives (23), expressive (23), commissive (19), assertive (25), declaratives (0). The data were selected by identifying the messages posted and conversation from the recording on Microsoft Teams from the SLR's lecturer.

4.1. Types of the Illocutionary Speech Acts Performed in the Statistics for Language Research

There are four types of illocutionary acts used by the lecturer in the Statistics for Language Research course. They were directive, expressive, commissive, and assertive. The most dominant type of illocutionary acts was assertive with 25 utterances which represented 27.78% of the overall number of statements made. Of the other categories, directive and expressive came in second. It was present in 23 instances, or 25.56% of all utterances. Then, with 19 utterances, came the commissive type in third place representing 21.11% out of the total number of utterances. Meanwhile, declarative was not found speech acts used by the lecturer during the teaching and learning process.

Assertive (27.78%)

Speech acts that indicate what the speaker appears to be true or false are considered assertive. Statements of fact, assertions, conclusions, and descriptions. In this research, 25 utterances were identified as assertive act. The lecturer mostly performed the utterances in assertive type in the way of informing the information, describing the materials, and stating some speech to students.

Expressive (25.56%)

Speech acts that express the speaker's emotions are referred to as expressive. They can be declarations of welcome, pleasure, grief, likes, dislikes, joy, or sorrow. They also convey psychological states. Based on the results, data found as expressive type were classified to be in this type for 23 utterances. Regarding the lecturer's utterances, the expressive type used includes greeting, welcoming, thanking, expressing sorry.

Directive (25.56%)

Speech acts known as directives are used by speakers to persuade listeners to do something. Based on the research results there are data found as directives which classify requesting, asking, begging. Out of the 90 utterances, there were 23 indicated to be in the directive type. Mostly, the lecturer performed directive to give suggestions to students to do something such as suggested students to download the coursebook before proceeding to the lesson.

Commissive (21.11%)

Speech acts classified as compliant are those in which the speaker makes a commitment to a future action. They convey the speaker's intended message. They take the form of pledges, planning, offers, threats, and rejections. In this research there were 19 utterances that were identified as commissive. The lecturer performed the commissive type through the utterances that express planning to do something in the next meeting or scheduled on the LMS that is what the lecturer and students would do in the class.

Declaratives (0%)

Speech acts that have the power to alter the world are known as declarations. These speech acts, they create new states of affairs by representing them as being the case. There was not found the assertive types in the utterance of the messages posted and the conversation from the Microsoft Teams recording in the Statistics for Language Research course.

4.2. The Dominant Types Used More and Least on LMS and Microsoft Teams Recording

Table 2. The dominant types of Illocutionary Act

No.	Types of Speech Acts	Frequency (LMS)	Frequency (Ms. Teams)	Frequency (LMS + Ms. Teams)
1.	Directive	10	13	23
2.	Expressive	11	12	23
3.	Commissive	18	3	19
4.	Assertive	9	16	25
5.	Declarative	0	0	0
Total		47	43	90

Using Searle's theory framework to identify and analyze the data in the various forms of illocutionary acts, the outcome is apparent that directive type there are 23 utterances (25.56%), expressive there are 23 utterances (25.56%), commissive there are 19 utterances (21.11%), assertive (representative) there are 25 utterances (27.78%), and the last type is declarative that was not found during this course. In addition, the researcher found that assertive type is the most dominant than other types occurred in this course. In the second position are expressive and directive follow with the commissive type and there was not found the declarative types of speech acts.

In this section, Table 2 shows the findings of the illocutionary act from the messages on LMS and the recording from Microsoft Teams. It can be seen that the number of occurring illocutionary acts in the course between LMS and Microsoft Teams recording. The number of illocutionary speech acts used in the course on LMS is in the form of a message written by the lecturer to let the students know what to prepare for each meeting. The lecturer used LMS to inform students about the course plan for each meeting—as the instructions for the tasks and necessary documentation for the students. So, in the illocutionary speech act performed on the LMS, the lecturer performed the commissive more than other types because most messages on the LMS were the text that the lecturer planned to do in each meeting which intended to do in the future, it indicates the types of commissive.

The illocutionary speech acts performed in the recording are more representative (assertive types) because the recording was the conversation between the lecturer and students, which means the lecturer mostly explained the materials to students and also expressed the feelings more than on the LMS since in the conversation more continuously they can immediately communicate than the LMS where the lecturer only write the text on it. So, in this part of using Microsoft Teams the lecturer mostly used the assertive type and expressive types than others.

5. DISCUSSION

The present study delved into the illocutionary acts evident in messages posted on the Statistics for Language Research (SLR) course on the Learning Management System (LMS) and conversations recorded on Microsoft Teams. Drawing from Searle's (1969) framework, the researcher analyzed the illocutionary acts employed by the lecturer in the course. Central to the speech acts theory is the concept of illocutionary acts, which elucidate how utterances are perceived within conversations (Searle, 1969).

Addressing the research questions, this study sought to explore the types of illocutionary acts present in messages posted on the SLR course on LMS, as well as in conversations recorded on Microsoft Teams, while also identifying dominant types of illocutionary acts. The analysis revealed that the lecturer employed four distinct types of illocutionary acts during the ongoing classes.

The first type identified is the assertive type, characterized by utterances intended to convey a certain idea, establishing a connection between the proposition expressed and the confidence of the speaker's interlocutors (Searle, 1969). This aligns with findings from Mukhroji's (2020) study, which outlined verbs associated with assertive acts such as supporting, deducing, assuming, and suspicious. Another study which aligns with the present findings is Swastiana's (2020) which includes claiming, arguing, swearing, telling, demanding, reporting, announcing, clarifying, asserting, concluding, confirming, correcting, agreeing, disagreeing, explaining, informing, stating,

forecasting, describing, and identifying. Additionally, completion was included in a study conducted by Hidayat et al. (2022). The present study identified twenty-four instances of assertive acts, consisting declarations, clarifications, and information dissemination. Notably, the term "explaining" emerged most frequently, reflecting the lecturer's efforts to provide comprehensive explanations during ongoing class sessions.

Stating

Excerpt 1: Appeared on the LMS

This document explains and describes the detailed information of the course -profile.

From excerpt 1, the lecturer stated that the book given on LMS is necessary for students to have because the students have to use this book as the source for what they will learn in the course. The phrase mentioned indicates that the speaker stated something to students to let them know that the book is necessary for them to have it when they enrolled in this course. In addition, the phrase "this book is a must-have book..." can point out that this text is an assertive type of speech act since the assertive type is the kind of speech act in which the speaker commits to the truth of what is asserted.

Informing

Excerpt 2: Appeared on the LMS

This book is a must-have for all students who programmed the SLR course as the source book.

From excerpt 2, the lecturer informed the students that the file posted on LMS explains and describes the information involved in the course profile which students have to know about. The utterance above indicates that the speaker (lecturer) intended to inform the students that the file given was about the documents which contained the information about the details of the course profile. This shows that this phrase is one of the types of assertive type of illocutionary speech acts because the speaker intended (committed) to inform something to the students.

Acts of expression convey the speaker's thoughts or emotions. The veracity of the message is assumed rather than the speaker attempting to make the words or reality correspond with it. Expressive verbs include expressing gratitude, congratulations, regret, apologies, condolences, deploration, and welcome (Searle, 1969). Greeting, complimenting, wishing, expressing surprise, expressing joy, expressing irritation, expressing dislike, expressing rage, and saying "leave" are additional verbs (Swastiana, 2020). There were total of 23 utterances in this study, including those expressing gratitude, regret, humor, sadness, surprise, annoyance, deploring, greeting, taking a leave, hoping, and praising.

Greeting

Excerpt 3: Appeared on the LMS

Greeting Students!

From excerpt 3, the phrase greeting students above, expressive are used by the speaker to greet students. Expressive are kind of illocutionary acts that state what the speaker feels. The lecturer expressed the feeling through the phrase greeting to students to make students feel more relaxed and feel warm even though the LMS is the virtual platform.

Excerpt 4: Appeared on the conversation in recording

Hello, good evening.

From excerpt 4, the lecturer says hello to students to open the meeting with the feeling of greeting to students. The lecturer expressed his feelings through the words of greeting to students. The phrase “hello” and “good evening” indicate that the sentence contains a greeting.

Welcoming

Excerpt 5: Appeared on the LMS

Welcome to the Statistics for Language Research (SLR) Course

From excerpt 5, the message “Welcome to the Statistics for Language Research (SLR) course” Expressive are kinds of illocutionary act that state what the speaker feels. The lecturer greets and welcomes students to the course at the same time he expressed his feeling through his message. The phrase “Welcome to the Statistics for Language Research (SLR) course” explains that the speaker welcomed the students to the course.

Commissive are Illocutionary acts that aim to bind the speaker to future action (Searle, 1969). Promises, offers, grants, threats, rejections, and guarantees are among the verbs that make up the commissive (Swastiana, 2020; Santosa & Kurniadi, 2020). The lecturer employed the commissive illocutionary act while making promises, particularly when he said that the class would resume at the next scheduled time and when the lecturer assigned students to respond to questions.

Planning

A sample of message that belongs to requesting appears in the lecturer’s messages posted on LMS in the Statistics for Language Research.

Excerpt 6: Appeared on the LMS

Our meeting is going to discuss the course profile and our plan for the entire semester.

From excerpt 6, the utterance “Our meeting is going to discuss the course profile and our plan for the entire semester.” commissive are kinds of illocutionary speech act that commit the speaker in some future action. The lecturer posted this message when he planned to discuss the course profile and the plan for the whole semester with students in the meeting when the meeting has not come yet. The word “our meeting is going to discuss” explains that the speaker plans to discuss those contents mentioned to students in the class.

Excerpt 7: Appeared on the LMS

In this meeting, we are going to learn about the importance, scope, and limitations of statistics.

From excerpt 7, the lecturer posted the message to show that in the meeting the lecturer planned to teach, and students will learn about the importance, scope, and limitations of statistics. The word that can point this phrase to be commissive is “we are going to ...” It indicates that the lecturer planned to discuss what was already mentioned in the phrase because commissive is the kind of illocutionary speech acts that speakers use to commit themselves to some future actions. They express what the speaker intends.

Offering

Excerpt 8: Appeared on the conversation in recording

I would like to give you an example about how to solve problems that we will analyze statistically using SPSS.

From excerpt 8, the utterance above, the lecturer offers to give some examples to students before analyzing the statistics by using SPSS so that students can understand the process of solving problems before using SPSS from the examples given from the lecturer. The phrase mentioned explains that the speaker offers something to students to make them understand better about using SPSS to solve problems.

The directive acts employed by the lecturer involve questioning to elicit responses and facilitate communication, as evidenced by their directing statements. In addition to making requests, the lecturer may issue direct commands to the class. Additional forms of communication include suggestion, direction, recall, warning, prohibition, persuasion, interruption, and motivation (Hidayat et al., 2022; Swastiana, 2020). Requesting, prohibiting, begging, inviting, instructing, suggesting, and counseling are among the types of communication examined in this research. Furthermore, it includes demanding, pleading, threatening, ordering, and questioning. Asking questions serves as an assertive speaking technique aimed at prompting listeners to clarify, explain, or comprehend desired information. When employing directive illocutionary acts, lecturers elicit appropriate responses from students, fostering interaction. This underscores students' comprehension and transmission of the lecturer's illocutionary acts, which include ordering, warning, appealing, requesting, forbidding, inviting, directing, proposing, and advising.

Requesting

Excerpt 9: Appeared on the LMS

Before proceeding, kindly check the course profile document attached below and download the main course book.

From excerpt 9, the message “kindly check the course profile document attached below and download the main course book” Directives are used by the speaker to get someone to do something. The lecturer requested students to check the course profile and also download the main course book. So, his message aims to appeal to students to check the course profile and download the main course book for use in the class. The word “kindly” indicates the sentence contains a request.

Excerpt 10: Appeared on the conversation in recording

After you get the number, you need to elaborate.

From excerpt 10, the phrase “you need to elaborate.” Directives are used by the lecturer to get the students to do something. The lecturer requested students to elaborate the result of numbers they got from calculating with the SPSS. So, his phrase aimed to request students to elaborate what they got from their calculations. The word “need to” indicates the sentence contains a request.

Suggestion

Excerpt 11: Appeared on the LMS

A beginner researcher must understand these concepts to guide them in conducting research.

From excerpt 11, the sentence “A beginner researcher must understand these concepts to guide them in conducting research” Directives are used by the speaker wants to suggest something to students. The lecturer suggested students understand the concepts to guide the students in conducting the research because in the process of conducting need to understand the concepts of SPSS. So, his message aims to advise students to try to understand the concepts of statistics. The word “must” indicate the sentence contains a suggestion.

Excerpt 12: Appeared on the conversation in the recording

If you need to refresh about their terms, you need to reopen the course book because it is already there.

From excerpt 12, directives are used by the lecturer to suggest something to students. The lecturer suggested students reopen the course book again if the students need to refresh the terms about the SPSS or statistics stuff. So, his phrase aimed to suggest students to reopen the coursebook again to recall the words regarding the statistics.

Comparing the current findings with those of previous studies, similarities and differences are noted in the types and frequencies of illocutionary acts observed. For instance, Haucsa et al. (2020) examined illocutionary speech acts employed by Tom Cruise during a film promotion interview, highlighting similar categories such as directive and expressive acts. However, the relative frequencies differed, with the present study finding a higher prevalence of assertive acts. Similarly, Stevani et al. (2023) explored speech acts in English language classrooms, identifying illocutionary, locutionary, and perlocutionary acts. While the present study focused solely on illocutionary acts, both studies underscore the multifaceted nature of speech acts in educational settings.

In summary, the discussion shows that the present study contributes to the understanding of how lecturers employ illocutionary acts in online learning environments, shedding light on the varied communicative strategies utilized to convey information and engage students in discourse. The implication of the present study is that further research could explore the effectiveness of different illocutionary acts in facilitating learning outcomes and student engagement.

6. CONCLUSION

Analyzing the various forms of illocutionary acts in the SLR course on LMS and the recording on Microsoft Teams is the first declaration of the research problem. Here, the researcher found out that 90 utterances of illocutionary acts were used in the SLR course. There are five different kinds of illocutionary speech according to Searle's theory: directive, expressive, commissive, assertive, and declarative. From those types, from the messages posted in the SLR course on LMS and the recording found the types of illocutionary act as follows: directive consist of 23 data, expressive consist of 23 data, commissive consist of 19 data, assertive consist of 25 data. Analyzing the majority of illocutionary speech acts on the LMS and the Microsoft Teams recording is the second research question. Based on the analysis's findings, the researcher identified the most frequent illocutionary kinds utilized in SLR course messages posted on LMS

and Microsoft Teams recordings. Commissive illocutionary acts are the most common kind used on LMS. Out of the five illocutionary act forms, the commissive served as the most common form since the lecturer mostly used his words to commit to a future action—for example, by planning, offering, promising, etc. Furthermore, the dominant types used by the lecturer during the conversation on the recordings is assertive because while in the conversation was ongoing the lecturer mostly used the assertive types to explain the information and the materials to the students. Conversely, because the declarative act was not frequently employed, neither the LMS nor the meeting recordings had any instances of it in this study. It really seems to baptize, sentence, or proclaim someone.

The researcher came to the conclusion that the four types of illocutionary acts—assertive, directive, expressive, and commissive—that are present in both the recorded conversation and the messages on the Learning Management System (LMS) in the Statistics for Language Research (SLR) course were based on the aforementioned findings and discussions. There are ninety data in the Statistics for Language Research (SLR) course, the researcher concluded after analyzing and presenting all of the data. Commissive is the primary sort of illocutionary speech act utilized on LMS, while assertive is the dominating type employed in the recording as to answer the second research question mentioned before.

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